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AUTHOR de Blignieres-Legeraud, Anne; Gerard, Francoise; Selka, Reinhard; Voskamp, Heinz-Dieter; Laermanns, Mathias

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ABSTRACT

This publication highlights the role of the tutor (a person providing on-the-job training to new hires and persons moving into new jobs while still functioning in the same or a similar job, rather than being a full-time trainer) in industry through a comparative study of these four European countries: Austria, France, Germany, and Spain. Following a review of the issue of tutors, which sets the criteria for identifying tutoring and the characteristics of the tutor's role by Anne de Blignieres-Legeraud, these four analyses of issues are included: "Issues Arising in the Training of Tutors in Enterprises: Germany, Austria, Spain, and France" (Francoise Gerard); "The European Dimension to Training Tutors in Enterprises" (Reinhard Selka); "The Training of Training Tutors in Enterprises" (Heinz-Dieter Voskamp); and "Training in the Dual System: Qualification for the Media Industry" (Mathias Laermanns). (KC)

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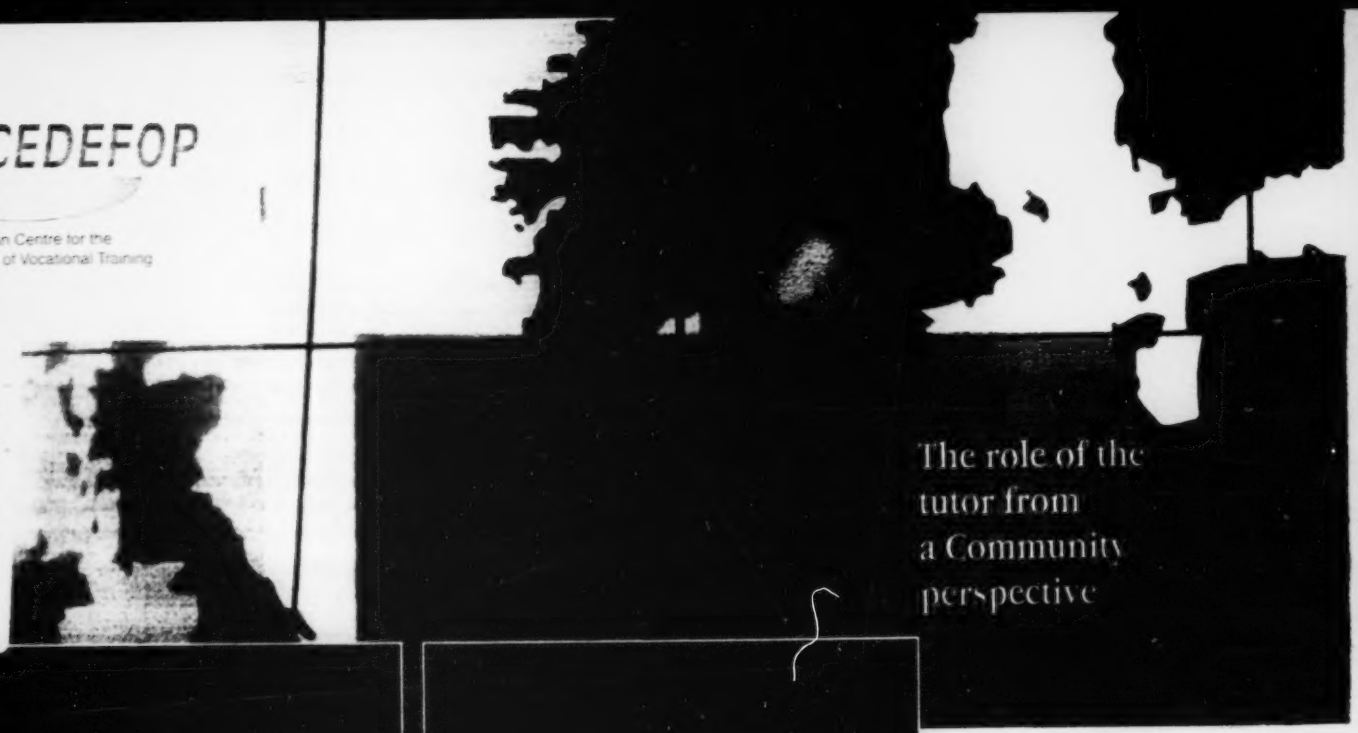

The role of the tutor from a Community perspective

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TTnet Dossier No 2
The role of the tutor from a Community perspective

Authors:
Anne de Blignières-Légeraud (Paris-Dauphine University), France
Françoise Gérard (Centre INFFO), France
Reinhard Selka (BIBB), Germany
Heinz-Dieter Voskamp (Siemens-Nixdorf AG), Germany
Mathias Laermanns (Ausbildung in Medienberufen), Germany

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Project Coordinator: Mara Brugia
under the responsibility of Stavros Stavrou, Deputy Director of Cedefop

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Postal address:
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Tel. (30-31) 490 111
Fax (30-31) 490 020
E-mail: info@cedefop.eu.int
Homepage: www.cedefop.eu.int
Interactive website: www.trainingvillage.gr

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Contents

Preface 4

Review of the issue 7

Anne de BLIGNIÈRES-LÉGERAUD

1. Criteria for identifying tutoring in the Community context 8
   - 1.1 Performance of the training tutor's role and variation in cultural aspects 8
   - 1.2 How the tutor's role is organised and the extent of the enterprise's responsibility for training 9
2. Characteristics of the tutor's role 10
   - 2.1 The groups trained by tutors 10
   - 2.2 A shared role for the tutor 11
   - 2.3 The evolving role of tutors 11
   - 2.4 Destabilisation of the tutor function 12
3. Elements for a Community approach 13

Contributions 16

Issues arising in the training of tutors in enterprises: Germany, Austria, Spain, and France

Françoise GÉRARD

1. Introduction 17
2. Spontaneous tutoring and organised tutoring 19
3. The groups trained by tutors 20
4. Activities of the tutors 21
5. Occupational profiles and access routes to the function of the tutor 23
   - 5.1 Different regulations: a certified tutor or a designated tutor 24

5.2 A mostly part-time function carried out parallel to work in production 25
5.3 Different levels of responsibility in the enterprise 26
6. The training of tutors 27
6.1 Regulatory provisions and financing 27
6.2 Contents and procedures 27
6.3 Who trains the tutors? 29
7. Tutoring: a cross-sectional function or an autonomous function? 29
8. Bibliography 30

The European dimension to training tutors in enterprises
Reinhard SELKA

1. What is the issue? 32
2. Delineating the subject 33
3. Responsibility of the enterprise for vocational education and training 34
4. Technological development 35
5. The tutoring function in different cultural contexts 35
6. Consequences 36
7. For orientation: a grid of activities 37

The training of training tutors in enterprises
Heinz-Dieter VOSKAMP

1. Introduction 41
2. The trainee 42
3. The requirements of the enterprise 42
4. The new role of the trainer and the training tutor 43
5. The training of the trainer and the training tutor 45

Training in the dual system: qualification for the media industry
Mathias LAERMANNS

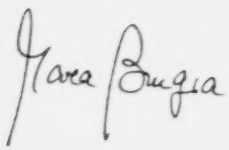
1. Introduction 47
2. The structure of the media sector 49
3. Dual training in the media sector 52
4. Development trends 53

Preface

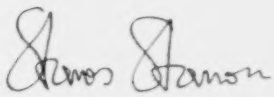
TTnet Dossier No 2 highlights a particular category of training professional: tutors in enterprises. Tutor is defined here as a salaried employee of the enterprise designated by the employer to be responsible for a trainee in initial training, continuing training or retraining within the enterprise. He carries out this activity in addition to his usual work and can be distinguished from a trainer in that the latter's role consists mainly in the performance of teaching tasks whereas a tutor generally performs his training activities subject to the usual constraints of production.
Although tutoring as a separate means of access to qualification, as mediation between the enterprise and the training centre and as an instrument of change in working practices is now fully developed in the various Member States, the definition of a tutor's tasks and activities still depends on the cultural context to which he belongs and on the training system of which those tasks and activities form a part.
The professionalisation of tutors cannot, therefore, be approached in the Community context without first examining the specific factors governing the tutor's profile and the way in which his activities are organised in the different systems and then inferring from that the issues of common interest at Community level.

Dossier No 2 thus brings together a comparative synthesis of tutoring in four Member States (Germany, Austria, Spain and France), conducted as part of the Leonardo programme, and three specific contributions by the network allowing the issue of the training of tutors to be placed in the particular context of the German dual system.

The Dossier is one of a series of publications bringing together different works – presentations and studies – carried out as part of the TTnet's (Training of Trainers network) activities during the period 1998-2000. The works were selected for their topicality and for their contribution to the Community debate on the theme of this second Dossier.



Mara Brugia
TTnet Project Coordinator



Stavros Stavrou
Deputy Director

Review of the issue

The aim of this study is to bring out, through a comparative study of the characteristics of the training tutor's role in different cultural context, the common elements that could make a contribution to a Community approach.

1

Criteria for identifying tutoring in the Community context

A Leonardo survey/study on the occupational profiles, practices and training of tutors in enterprises in four European countries proposes, in its findings, a common definition of training tutor: 'the training tutor is the salaried employee designated by the employer to train a person in the company at the workplace. He carries out this activity in addition or parallel to his usual work and remains subject to the usual constraints of production.'[1]. The ratio of tutor to the young people or adults placed under his responsibility is one to one or at the most, one to three.

The proposed definition, as formulated, raises a number of questions about:

(a) the nature of the company's responsibility in the training process and its impact on the role of training tutor;

(b) the role of training tutor: embodied in an individual, 'the training tutor', or distributed throughout the work organisation;

(c) the cultural factors that determine how training tutors perform their role of promoting vocational and social integration.

1.1 Performance of the training tutor's role and variation in cultural aspects

Research has identified as many as 11 cultural factors affecting the conduct of individuals. Three of those factors are of direct help in understanding how the role of training tutor is performed in these various cultural contexts.

(a) Style of communication: in German culture explicit communication predominates (where a person expressly says whatever he is thinking) and in Mediterranean countries implicit communications predominates (instructions are not expressed clearly but are inferred from what is actually said).

(b) Remoteness from power concerns the training tutor's legitimacy in relation to his professional and/or social status. In Germany, the training tutor's power is based on a statutory decision and on his hierarchical position within the enterprise.

1 Leonardo study on 'Occupational profiles, practices and training of tutors in enterprises in Germany, Austria, Spain and France'. Partners: Germany: DIPF (Deutsches Institut fur internationale padagogische Forschung); Austria: OIBF (Osterreichisches Institut für Berufsbildungs Forschung); Spain, COEPA (Confederación de Empresarias de la Provincia de Alicante); France: Centre INFFO, Centre for development of information on continuing training, Paris.

(c) Spatial conduct concerns the distance between two people or within a group. This aspect has a direct bearing on how close the training tutor and the learner may become.

In all cases, knowledge is imparted within the framework of a value system based on predetermined and internalised codes.

1.2 How the tutor's role is organised and the extent of the enterprise's responsibility for training

According to the Leonardo study cited above[2], how the training tutor's role is organised is determined by three factors:

(a) the value which society as a whole attaches to vocational education and training;

(b) the company's degree of responsibility for vocational training;

(c) the way in which a company manages the skills it requires, i.e. whether it produces them in-house or buys them from outside.

In the four countries in question, the analysis carried out on the basis of the three factors reveals major differences between Germany and Spain. Here we have to assess how far the study of the training tutor's role should take into account, firstly, the cultural factors that determine and serve as a vehicle for that role and, secondly, the training system of which it is a part. The enterprise's responsibility for training varies from country to country and determines how the training process is organised and the role of the training tutor. R. Selka's contribution[3] mentions three possible models in this connection.

(a) The company is responsible for training: the alternance training system in German-speaking countries is representative of this model. The training tutor's role is regulated and codified. The role must meet strict requirements in terms of training and teaching programmes.

(b) There is a division of tasks between the training centre and the company. The company plays a full part in alternance training courses; the training tutor's role is more informal, what counts is the exemplary value of practice.

(c) The enterprise plays a secondary role in the training process, ancillary to that of the training venue, and

2 See footnote 1.

3 Selka, R., 'The European dimension to training tutors in enterprises'.

the role of the training tutor is more to receive and encourage.

Of course no model is a perfect representation of reality, each represents a predominant trend in a situation of relative stability.

In France, the case of Électricité de France reveals a tendency, following a period in which responsibility was transferred to training bodies, for the company's responsibility for training and skills control to increase. 'The situation in France is somewhere in between with a recent reform of vocational training and a movement towards large enterprises rethinking their work organisation in terms of a learning organisation.[4]

4 Gérard, F., 'Issues arising in the training of tutors in enterprises in Germany, Austria, Spain and France', in the Leonardo study cited in footnote 1.

2

Characteristics of the tutor's role

2.1 The groups trained by tutors

The Leonardo study draws a distinction between two categories of groups corresponding to two main training objectives:

(a) young people in initial training (apprentices in the dual system, who represent up to 60 % of an age group, young people under contract financially supported by the State, and apprentices in the case of France): the aim here is to obtain a vocational qualification evidenced by a diploma;

(b) young people and adults in difficulty, jobseekers: the period spent in the enterprise represents a transition in the vocational integration process being a favourable time and place for both professionalisation and socialisation.

A training tutor has many activities throughout the various stages of the training process: analysis, design, implementation, steering and regulation, and assessment. Recent work has tended to organise those activities in the form of job requirements; such is the case with the official directive on 'trainers' fields of action and tasks', proposed by Germany in November 1998, which lists six main tasks.

The findings of the comparative study on four European countries allow us to identify three main fields of activity for training tutors:

(a) management;

(b) teaching;

(c) social mentoring.

2.2 A shared role for the tutor

The following question arises: is tutor training carried out in addition to the main activity, as an activity in its own right, or as a transitional activity? The broad range of activities which has just been described seems to correspond more to a set of competences distributed between several actors, thus defining a training function divided between actors placed at different levels of responsibility in the organisation. The assumption of training competence by the company seems to be a direct function of the responsibility it has accepted for training and of the qualifying nature of the work organisation it has established.

From the perspective of a Community discussion, it would be useful to define the goal of common work: the sphere of activities relating to the teaching function of the training tutor (training at the workplace, encouraging trainees to learn, guiding groups) or the sum total of activities inherent in the process of integration and training in and by the organisation; in this case, the activities may be distributed between several actors. Here, the example of Electricité de France may be mentioned where the number of training tutors is relatively small in comparison to part-time trainers (10:20 000). Does this mean that their role should be viewed as one leading to that of real training tutors and training managers appointed on the basis of results? Do they need training because 'what is important is not the certificate but the competence developed through work experience and therefore, not interchangeable?'

2.3 The evolving role of tutors

The new occupations in the data processing and mass media sectors are proof of the responsiveness of the German training system and the professional sectors confronted with the emergence of new occupational profiles. They also show the crucial role of the tutor in mastering these developments.

(a) The responsiveness of the training system and new data processing occupations

The first talks between the German partners concerned (Confederation of Industry, trade unions, vocational schools, BIBB, etc.) started in 1995[5]. Three years later the training programmes were elaborated and 8 000 training contracts corresponding to four new occupations were established. The response capacity of the system is measured here by the capacity of the partners to work jointly and concurrently in the field of regulatory action by creating recognised qualifications, and in the field of training by creating courses and training places in the companies. In the audiovisual sector where companies with a small number of employees are in the majority, where new jobs suddenly emerge and where there is no regulation of training, the magnitude of the task is increased by the necessity of setting up 'inter-company platforms' linked to qualifications whose definition contains both specific and transversal parameters, the embodiment of a common core qualification (*gemeinsame Kernqualifikation*).

(b) Role of the tutor

The organisation of training places in the companies to provide training for the new occupations is proof of the central role played by the training tutors in the adaptability of the dual system to changes in occupations: the place of work actually becomes the place of training in the dual sense of the term 'place' as the venue where the knowledge/skills and the specific know-how for the new media are developed and transmitted.

2.4 Destabilisation of the tutor function

The development of new occupations resulting from information technology and mass media raises the question of the role of the training tutor. In fact, the company becomes the actual place where the new competences are acquired. The totally new nature of the occupations (new in terms of the know-how required, of the changes in working conditions and the relationship with the environment) radically changes the traditional trainer/trainee relationship. 'The distance between levels of knowledge is reduced', the nature of the relationship changes, sometimes trainees know more than their elders. The role of the training tutor as

5 Voskamp, H.-D., 'The training of tutors in enterprises'.

trainer becomes more fragile and entails the risk of loss of status – at the same time it tends to lead to functions which are more in the nature of 'coaching', and the need to think about current practice. The task of the vocational schools in the training process also has to change in order to adapt to the 'erosion' of the traditional frontiers between knowledge/skills and to redirect assessment methods to the competences acquired in the company (company case study, assessment conditions in an environment close to that of the company, etc.).

Elements for a Community approach

This examination of the training tutor's role and how it has developed in the context of the dual system and in the new technology and media occupations leads to two conclusions.

(a) The study of a function necessarily entails the advance identification of the parameters which determine the exercise of this function in a given environment (namely, the environment associated with the characteristics of the training system and the cultural dimensions influencing the organisation and distribution of competences). A comparative study entails a preliminary effort to understand the realities of each work system, an effort which has to accompany the quest to find keys for understanding and the clarity of vocabulary: the use of tools and glossaries becomes essential.

(b) Once this point is accepted, the discussion of the tutorship function makes it possible to find common areas of study and cooperation in so far as they correspond to common questions, and where the joint quest for solutions can contribute to the construction of the Community dimension.

Three areas of investigation emerge for cooperation at Community level.

(a) The evolution of the role of the training tutor in a context characterised by the rapid changes affecting occupations and work organisation; how should the traditional role be reshaped to meet the problems arising from the emergence of new occupations?

(b) The theoretical/practical link between the questions relating to the division of roles between the vocational schools and the companies, and those relating more directly to the teaching vocation of the training tutor. There is a tendency to make this vocation more complex, how should it be defined? Is it the ability to transmit, the ability to understand, the ability to combine or all three at the same time?

(c) Finally, what are the foundations for the professional expertise of the training tutor and the tutorship function, and what modes should be selected to achieve professionalism and construct competence? Should one stress the teaching aspect or the management aspect of the function? What responses do the different systems give to these questions? The case of the dual system offers experts and professionals relevant data for their discussions about the responsiveness of training systems and the links between employment systems and training systems.

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Contributions

1. Issues arising in the training of tutors in enterprises: Germany, Austria, Spain and France

Françoise GÉRARD
Centre INFFO – Centre pour le développement de l'information sur la formation permanente (Centre for Development of Information on Continuing Training)

2. The European dimension to training tutors in enterprises

Reinhard SELKA
BIBB – Bundesinstitut für Berufsbildung (Federal Institute for Vocational Training)

3. The training of training tutors in enterprises

Heinz-Dieter VOSKAMP
Siemens-Nixdorf AG

4. Training in the dual system: qualification for the media industry

Mathias LAERMANNS
Ausbildung in Medienberufen

1

Issues arising in the training of tutors in enterprises: Germany, Austria, Spain and France

Françoise GÉRARD

Centre INFFO – Centre pour le développement de l'information sur la formation permanente (Centre for Development of Information on Continuing Training)

Contents

1. Introduction
2. Spontaneous tutoring and organised tutoring
3. The groups trained by tutors
4. Activities of the tutors
5. Occupational profiles and access routes to the function of the tutor
   - 5.1 Different regulations: a certified tutor or a designated tutor
   - 5.2 A mostly part-time function carried out parallel to work in production
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6. The training of tutors
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   - 6.3 Who trains the tutors?
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8. Bibliography

Introduction

This article focuses on a specific category of practitioners in training, tutors in enterprises, and is based on a Leonardo study conducted under the direction[6] of Centre INFFO between 1995 and 1998. We do not intend to present the entire findings of the study, but to select some analyses and issues which could be useful for the activities of our TTnet network, particularly as a means of ensuring the continuity of the previous work done by Cedefop. The seminar in Segovia[7] and the workshop in Faro have shown that there is a convergence of transnational reflections: the competition facing companies compels them to train their workforce rapidly and to adapt them continuously, and to move towards a learning organisation which will update the competences needed for the company's survival. Tutoring seems to be one of the elements required to build up this learning organisation. We have examined it as one of the organised forms of transmission (even of production) of competences in the company by the employees themselves, for the benefit of persons being

6 See footnote 1.

7 'The Training of Trainers', seminar in Segovia, Cedefop, 1995.

trained in the company, persons who very often come from outside.

In a broad sense, the four research teams took the following definition of the tutor as their point of departure: the tutor is a salaried employee designated by the employer (or the employer himself) to train a person in the company at the workplace. He carries out this activity in addition or parallel to his usual work and remains subject to the usual constraints of production. The student/tutor ratio is one to one or, at the most, one to three.

His activity is different to that of the trainer – a salaried employee of the company – who leaves his place of work to dispense training in a place specifically set up for training purposes (whether initial or continuing training). Even if he does not do this work full-time, this 'trainer' instructs 5, 10, 15 or 30 persons, sometimes even more. The trainer can organise work simulation or evade the constraints of production, but this is something the tutor cannot do[8].

As the different terms in current use reserved for this function[9] entail different realities, we will employ the terms *Ausbilder* for the dual system and tutor (*tuteur*) for the Spanish and French systems, while trying to illustrate the differences through a description of the target groups trained by the tutors, and the profiles, activities and training of the tutors.

8 The term 'tutor' here does not refer to the trainer working in a training centre who is responsible for the relations between the training centre and the companies (although in Spain there is a 'tutor' in the training centre and in France there is a 'coordinator'), nor does it refer to the 'university tutor' who, in the four countries, gives individual support to students during their studies (technical and documentary assistance, help in extending the depth of their studies, etc).

9 *Ausbilder* in the dual system, *tuteur* and *maître d'apprentissage* in France, *tutor* in Spain.

2

Françoise GÉRARD

Spontaneous tutoring and organised tutoring

A look back at history makes it easy to understand that tutoring in Germany, Austria, Spain and France derives its origins from the apprenticeship systems and guilds of the Middle Ages and that it is an inherited form. The industrial revolution led to the first split between the four countries and left Spain behind: in this country, up to the beginning of the 1990s, no vocational training system directly integrated the enterprises in its structure and the enterprises themselves did not organise a specific internal training system for their new employees. Nevertheless, economic and industrial history on its own cannot explain the differences in the status of the tutoring function: Germany, Austria and France experienced industrialisation at the same time. This means that cultural divergence is the cause of existing differences and it is the factor which establishes or does not establish the legitimacy of the place of the company – and thus of the tutoring function – in training: in Germany and Austria, this legitimacy – uninterrupted in history – is strongly recognised and incorporated in the dual system, whereas in France it is being reconstructed, a formula, which for a long time was confined to very small enterprises in the crafts sector, is now being extended to cover large companies and all professional sectors. Our work shows that the organisation of tutoring is closely linked to three criteria:

(a) the value which society as a whole attaches to vocational education and training. This value is expressed through the social, personal, moral and statutory recognition of the participants. It is passed on by the individuals themselves, the carriers and protagonists of this value system;

(b) the company's degree of responsibility for vocational training: is the company responsible or not for a trainee's preparation for a vocational certificate, does it share this responsibility with a training centre or is it merely associated in the process as the place where practical training is given during a training course?

(c) the way in which a company manages the skills it requires: does it produce them in-house or buy them from outside? If it produces them itself, it will develop a system for the short-term or medium-term transfer of competences and will mobilise its current employees so that they train future staff.

Several tutoring models are emerging in the four countries surveyed. At one extreme, in Germany and Austria, we observe an organised tutoring system

considered to be a vital element and regulatory factor of the dual system for the acquisition of a vocational qualification by young apprentices. In order to achieve this objective, there is selective and controlled access to the functions of a tutor (passing an examination), relatively standardised pedagogical training throughout the country, control of the activity of tutors by bodies outside the company, all of which leads to a quality assurance system. At the other extreme, Spain has a completely informal system of tutors whose function is to help the new recruit in an enterprise to become familiar with occupational activities or to guide his first steps. Between the two extremes, France has a polyvalent tutor system: the tutor not only assists in the acquisition of vocational qualification but also promotes social integration especially for young persons, and adults with difficulties.

The groups trained by tutors

At present there are two large groups who undergo training in enterprises and are assigned to tutors:

(a) persons who come to obtain a vocational qualification and prepare for vocational certificates. These are mostly young persons in initial training, apprentices or youngsters receiving in-school vocational education with periods of practical training in enterprises. The vocational certificates concerned range from the first level of vocational qualification to university degrees (Spain) or engineering diplomas (France);

(b) persons for whom a period of practical training in the enterprise is a means of improving their chances of professional and social integration and thus becomes a means of relearning the rules governing the world of work and life in society. This training is not attested by a certificate or given any form of recognised validation.

The first category predominates in the dual system (60 % of a year group in Germany) and is a minority group in France (at present 15 % of a year group, divided between apprentices and young persons aged 16-25 availing of contracts financed by the public authorities). The second category is characteristic of

Françoise GÉRARD

France where, since the early 1980s, the public authorities have, within the context of continuing training, developed a form of paid training alternating between training centres and enterprises in order to raise the employability chances of young and adult unskilled unemployed persons. To a lesser extent, this is the case in Germany and Austria where a minority of youngsters (about 15 %) with social difficulties benefit from specific schemes.

Activities of the tutors

Given these two categories of objectives, qualification and work integration, the work of the tutors is highly varied. One constant element observed in all four countries is that the work of the tutors covers three areas whose activities are presented in detail in the table below: teaching, management and social mentoring.

Table 1: AREAS OF ACTIVITY OF TUTORS

Predominant functions	Tasks and activities of tutors
[redacted]	• give contextual shape to training in the enterprise • know and adapt the salient features of vocational certificates • define training objectives • organise the pedagogical progression of activities to be undertaken by the trainee • know and use teaching tools and methods • explain and demonstrate the practical aspects of the job • monitor and evaluate achievement
[redacted]	• plan, organise and manage training in the enterprise • participate in forecasting future manpower needs, recruitment of apprentices and tutors • organise the training path of the trainee in the enterprise • distribute the work • ensure that trainees adhere to the procedures and constraints of production • manage internal and external relations of the enterprise (mainly with the training centre) • solve possible conflicts • monitor and assess work
[redacted]	• promote the learning of behavioural norms (language, clothes) • make trainees respect hierarchical rules (time schedules, discipline) • give individual support (housing, health, etc.) • assist the trainee to choose a vocational project • assist the trainee to choose future training • assist the trainee to find employment

5

Françoise GÉRARD

In the real environment of the enterprise, these three functions are not equally developed, either at the level of the system or at the level of the individual person. Depending on the situation, tutors emphasise one or the other activity. For example, the dual system, basically founded on the objective of preparing for a vocational certificate, puts the emphasis on the teaching function of tutors. In France, the tutoring function can, in certain cases, be devoted entirely to the social integration of groups with difficulties, and the tutors find themselves providing social assistance which often goes beyond mere socialisation in the world of work.

Occupational profiles and access routes to the function of the tutor

The diversity of the objectives assigned to the activity of tutors has repercussions on the occupational profiles of tutors which entail a combination of several components in the four countries. Because of this diversity in the activities and functions of tutors, it is not possible to establish a typical tutor profile in a single system or, even more so, to produce a common profile for the four countries. On the contrary, we must underline the extreme heterogeneity of their basic training, qualifications and participation in training. Nevertheless, the minimum occupational profile common to tutors in the four countries surveyed is their ability to provide proof of recognised professional expertise (if possible through a certificate which is equal to if not higher than the one being prepared by the trainees), supported by a minimum of two to five years of professional experience. Other more subjective qualities may be added to this profile: guarantee of morality, communication skills and a sound knowledge of organisation are the implicit attributes of the 'good professional' appointed as tutor by the employer.

5.1 Different regulations: a certified tutor or a designated tutor

This condition is contained in the legislation of the four countries, reinforced to a greater or lesser extent by regulations. Two means of access to the occupation of tutor have been observed: either the access to the function is regulated, or it is a symbolic act:

(a) certification of the tutor, a characteristic of the dual system.

It guarantees the entire responsibility of the enterprise for a trainee's preparation for the apprenticeship certificate. A person can become an *Ausbilder* through two procedures.

- Firstly, this can be achieved by passing a compulsory examination which attests teaching proficiency. The certificate issued after this examination, and which contributes to the homogeneity of the pedagogical profile of the *Ausbilder*, may be obtained in two ways: either the *Ausbilder* already holds the Master Craftsman's Certificate (*Meisterprüfung*), of which the teaching proficiency certificate is an integral part[10] or, as an alternative, he obtains this certificate on his own (*AEVO – Ausbildereignungsverordnung* – Trainer Aptitude Regulation). This certificate, whose framework and contents are laid down by a federal/national body independent of companies and vocational schools, is mandatory, since 1969 in Germany and since 1978 in Austria;
- Secondly, the employer can register the *Ausbilder* in the chamber concerned as the person responsible throughout the duration of the apprenticeship contract signed by the apprentice. The *Ausbilder* therefore becomes personally responsible for the training (and the success) of the apprentice.

(b) simple appointment of the tutor by the employer.

In France and Spain, the absence of certification of tutors (*tuteurs*) is explained by the fact that the enterprise participates in vocational training without bearing the responsibility for this training. The *tuteurs* are simply designated as such by their employers who enter their names in the apprenticeship contract or the employment/training contract given to the young person. This procedure becomes mandatory when the young person or adult receiving training participates in schemes financed by public authorities: thus, this is mainly a

10 This certificate corresponds to Module IV of the *brevet de maîtrise* (Master's Certificate) in industry or crafts.

means of control for the financing bodies who wish to ensure that the training given by the enterprise has a minimum level of quality.

It is observed that qualification profiles are emerging for the tutors of trainees preparing vocational certificates. This is the typical case of the *Ausbilder* in the dual system or the *maître d'apprentissage* in France, whose identity and occupational profile are closely linked to professional technical expertise. On the other hand, it is recognised that it is extremely difficult to formalise the occupational profile of tutors whose activities are directed first and foremost to the needs of social integration. In this case, the profile corresponds more to that of an educator who does not fit into the traditional skill structure of the enterprise, a profile which the legislator has not tried to regulate.

The development in the four countries of alternance training systems for the promotion of target groups with varied needs, has led to a deregulation of access to the tutoring function in the last 10 years: this has either been in the form of exemptions or exceptions to the rule of the mandatory examination (in Germany and Austria), or the replacement of personal approval granted to the *maître d'apprentissage* by a simple declaration of training competence by the enterprise (in France).

This is because public authorities urgently need to mobilise a large number of employees to act as tutors; the legislator has imposed very few selection criteria in order not to discourage employees who wish to volunteer.

5.2 A mostly part-time function carried out parallel to work in production

In the dual system it is possible to be a full-time *Ausbilder*, if the size and the resources of the enterprise permit, or to be a part-time *Ausbilder*. The latter predominates: only 6 % of the *Ausbilder* in Austria and 8 to 10 % in Germany work full-time.

The French and Spanish systems have not chosen this form of professionalisation: even in large companies tutors carry out their training tasks on a part-time basis at their workplace subject to the usual constraints of production.

Apart from this choice, the size of the enterprise has a decisive effect on its training possibilities and strategies. The trends to be observed in the industrial fabric, composed mainly of small and medium-sized enterprises, seem to indicate that part-time tutoring will continue to be the predominant model.

5.3 Different levels of responsibility in the enterprise

The tutoring function as a whole is a function shared by several categories of persons in the enterprise depending on the nature of the activities, the size and the hierarchic structure of the enterprise. It covers several levels of responsibility in the enterprise (from the tutor to the training officer or the personnel manager) and different professional qualifications. Tutoring activities are thus divided between different hierarchical levels, and this is to be found in all four countries.

(a) The training officer (*Ausbildungsleiter* in the dual system) carries out the administration and management of tutoring in the large companies.

(b) The employee appointed by the employer for the daily training of the trainee is the tutor, properly speaking. He is at the centre of the pedagogical process and the relationship with the trainee. In a very small firm this tutor can be the head of the enterprise. He carries out all the functions listed above.

(c) Other employees who, without being explicitly appointed, contribute to the training of the trainee as the occasion arises and after being spontaneously requested to do so by the appointed tutor.

6

Françoise GÉRARD

The training of tutors

The training of tutors seems to be a key element in tutoring systems; it has been regulated and standardised for more than 30 years in the dual system, it is experimental and less than 10 years old in France. In Spain, this training is still in the embryonic stage, so it will not be discussed in detail here.

6.1 Regulatory provisions and financing

In the dual system, the pedagogical training of the *Ausbilder* is regulated by the law which defines their area of activity and the knowledge and skills[11] expected of them. This competence has to be attested by a specific certificate of teaching proficiency required to become a tutor (AEVO), which is issued at the end of a training course whose duration and procedures are also recommended by law. However, the duration of training set out in the regulations (120 hours in Germany, 40 hours in Austria) is only an indicative figure: every candidate has the possibility of acquiring this certificate after following training on his own initiative. In Germany, this training is financed by the candidates themselves because they think it will advance their careers, in Austria it is financed by the companies.

In the French system, with some exceptions[12], the training of *tuteurs* and *maîtres d'apprentissage* is neither regulated nor mandatory. It is guided and promoted by the public authorities (State/regions), business sectors and trade organisations and some large companies. Since 1992, enterprises have been authorised to finance this training up to a limit of 40 hours from the amounts allocated for alternance training courses. The public authorities finance the training of tutors who are responsible for groups of unemployed persons with difficulties in finding a job.

6.2 Contents and procedures

The common contents of the training of tutors in Germany, Austria and France include knowledge of the regulations governing the different types of contracts

11 *Rahmenstoffplan* (general curricular contents).

12 These exceptions refer to the *tuteurs* and *maîtres d'apprentissage* in three departments in the east of France (Bas-Rhin, Haut-Rhin and Moselle) and the tutors of young farmers who wish to set up their own agricultural holdings.

held by the groups receiving alternance training, knowledge of the requirements for vocational certificates being prepared by the trainees, and knowledge of the specific characteristics of the groups being trained.

The dual system adds a strong pedagogical element to this: knowledge and mastery of teaching tools and approaches focused on the transmission of skills to an individual or a core group of training. Planning games, lectures, simulations, role-playing, dialogue and practical exercises reinforce this element. The training contents cover the whole range of tutoring activities: in the context of apprenticeship training, holders of the AEVO are theoretically equipped to exercise both the functions of the *Ausbilder* (tutor) and the functions of the *Ausbildungsleiter* (training officer).

In addition to the contents mentioned above, training practice in France shows that other contents related to the management of training centre/enterprise relations and the analysis of activities, are also included. There is also an element of teaching techniques – a subject which in France is more a constitutive element of the competences of trainers than of tutors.

The necessity of preparing tutors to teach/train new target groups (not so young, those facing major social difficulties) and for changes in work organisation (team work, autonomous decision-making, flexibility and multiskilling) has led to a revision of contents in the dual system in Germany and a variety of organisational training arrangements in France. In Germany, for example, the last federal framework programme (1994), was amended in November 1998 to create a new, more 'action-oriented' concept of *Ausbilder*. The content of the training was transformed so that the four major areas of activity (general knowledge of vocational training, programming, planning and implementation of training, youth in training, basic legal questions) were replaced by a new approach divided into seven cross-sectional fields, less compartmentalised and more operational (general foundations, planning of training, recruiting apprentices, training at the workplace, encouraging learning, guiding groups, completing the training course).

In France, training plays a part in building up the tutoring function: it is in the training process that the salient features of the functions of tutors are elaborated and the analysis of their activities carried out. The lack of availability of tutors – a result of the absence of professional and social recognition – leads to new organisational training arrangements offered to tutors: modular training by days or half-days, individual

monitoring at the workplace, distance training, use of new training technologies, these have all been the subjects of experimental action to mobilise tutors.

6.3 Who trains the tutors?

The training of tutors is a restricted market in Austria and a real market in Germany and France. In Austria, only two organisations, both with ISO 9001 certification, train *Ausbilder*. One of them is especially oriented to heads of enterprises and training officers. In Germany, the Chambers of Commerce and Industry, the Crafts Chambers and the Chambers of Agriculture represent the majority of the 250 bodies which train *Ausbilder*, followed by trade union organisations and peoples' universities. In France, more than 500 training establishments, private and public, Chambers of Commerce and consultants, provide this training.
In Germany, trainers of tutors are made up of Masters – *Meister* – (for training organised by the Chambers of Commerce) and teachers who usually teach in vocational schools. In France, they are the permanently employed trainers in training institutions, many of whom have much professional experience – an indication of the stakes involved in this training.

Tutoring: a cross-sectional function or an autonomous function?

The situations described above show the importance of the tutoring function for the role played by the company in vocational training, and the extent to which tutors are the protagonists of training.
Nevertheless, the degree of professionalisation and recognition varies greatly from one country to another: the *Ausbilder* of the German dual system – organised, grouped in professional associations and in lobbies – have practice and training, a concept of their role which is eminently different from that of other countries. Inversely, the French or Spanish *tuteur* is not regarded as a trainer, but as a professional practitioner who explains his occupation as best he can, and who is not always involved in preparation for a vocational certificate. The majority of these tutors enter tutoring in a spontaneous and empirical manner.
The intention here is not to transfer a mode of operation from one country to another, or to set up one single category of European tutor who would have no cultural or historical legitimacy. Nevertheless, this comparison and these different approaches to the professionalisation of tutors lead us to ask the following questions.

(a) Is tutoring an autonomous function, exercised full-time, with the inherent risk of detachment from the daily routine and constraints of actual work?

(b) Is tutoring a function necessarily linked to production, with the inherent risk of not being able to guarantee the constant availability and proficiency of the tutors?

(c) Is it not rather the sum total of cross-sectional competences, of key qualifications to be developed in each employee, and the ways and means of achieving this?

The answers given to these questions by the different systems have an impact on the type of training offered to tutors. Professionalised or not, they occupy a key role in facilitating adaptation to changes in work and in anticipating future developments. It is from their practical activities that we, on our part, can deduce the change factors in the indispensable relationship between work and training.

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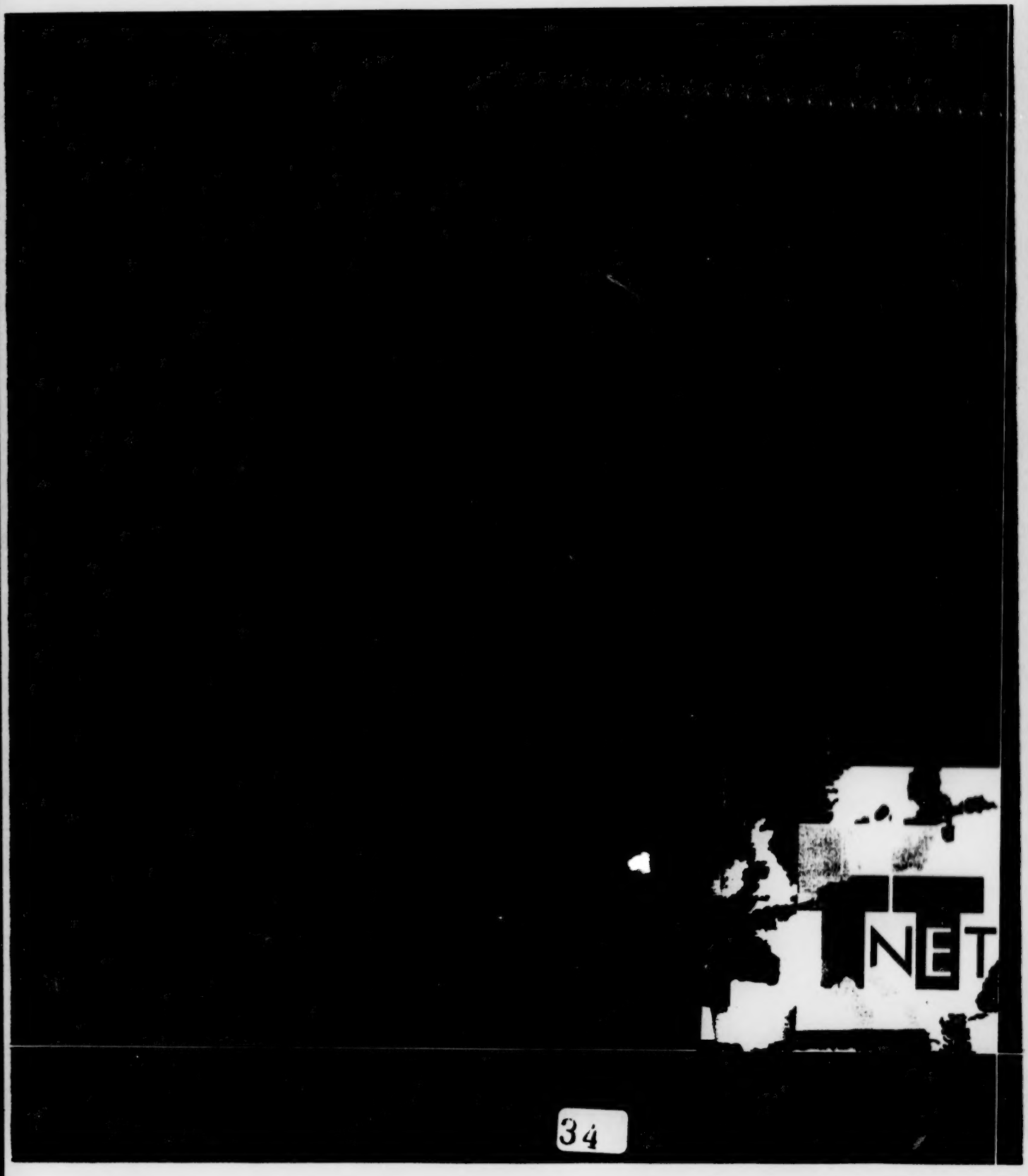
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1

The European dimension to training tutors in enterprises

Reinhard SELKA
BIBB – Bundesinstitut für Berufsbildung (Federal Institute for Vocational Training)

Contents

1. What is the issue?
2. Delineating the subject
3. Responsibility of the enterprise for vocational education and training
4. Technological development
5. The tutoring function in different cultural contexts
6. Consequences
7. For orientation: a grid of activities

What is the issue?

In many projects dealing with the description of in-company staff training, problems of definition often arise. The well-known reason for this is the diversity of vocational education and training structures, which often find their expression in the divergent meaning of apparently similar concepts.

A partial solution to this problem was found in the past by using the functions[13] of vocational education and training, e.g. counselling of persons and organisations, the development of media or training stages, etc. as the guiding principle of arrangement. In the meantime, however, the work of Cedefop has progressed further and a network for trainers and teachers (TTnet) has begun to take shape. The clarification of concepts is now obviously required for transnational understanding. The work on the issues related to this field is mostly directed to a network of scientists who are experts in this area.

The practitioners themselves, when considering transnational aspects, are more interested in the question of what advantages they may expect to gain from a survey transcending national frontiers.

13 Peter van Engelshoven presented this concept at our conference in 1995 in Segovia and we used it in the 'cartographic studies'.

2

Reinhard SELKA

Delineating the subject

In the German system of initial and continuing vocational training, companies assume most of the responsibility for the implementation of the training processes. From the European perspective too, the significant question is, what is done in companies to make employees 'fit for the job' – and above all, how is this done?

We can examine these questions in different ways. Given the objective of building a European network, the following aspects lend themselves to consideration:

(a) a network should address as many potential participants as possible;

(b) these participants should have a considerable need for communication to discharge their professional tasks;

(c) finally, they should have access to an electronically-supported network.

When seeking persons fulfilling these criteria in in-company training work, one inevitably runs into activities dealing with the construction and maintenance of electronic networks or the media world.

Activities in these fields are subject to rapid change due to technological developments. The resultant problems of qualification have to be solved, at least partially, in in-company training work, irrespective of the training system. This means that the infrastructure for extensive communication has to be available at the same time.

3

Responsibility of the enterprise for vocational education and training

In the final analysis, the structure of vocational education and training in a country is the responsibility of the State. The actual shaping, however, varies and has an impact on the contents, scope and organisation of the training processes. Three models will be mentioned here; these models also exist side by side and predominate at different levels or in different types of final certification.

(a) Responsibility for implementation lies mostly with the company

One typical form is the dual training system in German-speaking areas and continuing vocational training in some other Member States.

In terms of the work of training staff, this responsibility implies higher demands on the quality of overall didactic planning and the acquisition of vocational skills.

Furthermore, in comparison to other models, a larger number of pedagogically trained staff may be expected to work in companies, perhaps also a higher level of professionalisation and differentiation.

(b) School-based responsibility, in-company training phases

In-company phases during initial and continuing training, e.g. in alternance form, entrust companies with the task of providing exemplary practical experience. The objectives may be strictly regulated or not. It should be interesting to compare the methods through which previous theoretical knowledge is linked to practical requirements.

(c) In-school training, in-company initiation training

The selection of school-leavers or teaching staff for suitable courses are a part of in-company tasks. The initiation programmes and their implementation could be the point of departure for discussion.

The effects of these models on the responsibility and work of in-company training staff will be presented through a country comparison.

4

Technological development

With regard to the level of technological development, equal opportunities exist because of the open market. To a not inconsiderable extent, the same technologies are used because of transnational supply markets. Despite this, differences will be found which are mainly due to the following causes:

(a) Economic development

Economic development – measured in terms of salary levels and key technological areas – determines not only the quantitative, but also the qualitative need for qualification. Markets differ, not only in terms of their size, but also in terms of the appropriate use of technologies driven by economic considerations.

(b) Geographical situation

It is obvious that in a country with a low density of settlement and, consequently, longer distances to be covered, other forms of communication and qualification will prevail than in conglomerations with economic importance.

5

Reinhard SEIKA

The tutoring function in different cultural contexts

Comparative studies have identified – in some cases – substantial differences in the value systems of countries, sometimes even immediate neighbours. We are all influenced by our origin as far as our attitudes and the related capacity of perception are concerned. Furthermore, we sometimes contribute – much against our will – to the value judgements prevailing in our home countries, often those concerning our neighbours. Research in this area distinguishes up to 11 dimensions in which culture-specific behaviour may be located. Of these, some dimensions can be used directly for our purposes; others unfortunately give too little consideration to the needs of in-company staff training:

(a) Style of communication

A polar distinction is made between an explicit and an implicit style of communication. In this context, explicit means that everything that has to be conveyed is explicitly expressed in words. For instance, in German culture which is primarily explicit, work instructions are clearly expressed in words, whereas for example 'in the refined English manner' much is implied in what is actually said.

(b) Attitude to power

This means acceptance of the power which some persons have over others because of their professional or social status. This is of direct significance in vocational training and in the hierarchical structure of the company to the extent that, at one extreme it is expected that the trainer/superior will take the decisions by virtue of his position and these are then obviously enforced. At the other extreme such decisions require objective legitimisation.

(c) Spatial distance

This dimension is easiest to perceive when we see the distance kept by people who are talking to one another or waiting in a queue. In a figurative sense – which equally implies cultural differences – this means the proximity or distance maintained in the vocational or teaching context. How far may one encroach on the private sphere of trainees? Where does discretion start?

This is not the place to undertake an in-depth examination of these questions, even though in the transnational context they have the same fundamental importance as language and the meaning of concepts.

Consequences

This short digression on our common features and differences will be summarised in some assumptions which can serve as orientation for our discussion.

(a) With regard to our subjects for discussion, organisational learning and the methods used in in-company training are more similar to one another than the vocational education and training systems in the Member States in which they are embedded.

(b) The tools and instruments used in in-company training are generally universal: the more similar the activity for which training is being given, the more similar the organisation of in-company learning processes and the methods selected.

(c) However, there is considerable variation in the actual application of the instruments. In the transnational context this leads to substantial problems of transfer but also to the greatest learning opportunities.

On this subject, some experience will be presented from the evaluation of transnational projects which can help us to increase the usefulness of transnational communication.

For orientation: a grid of activities

The above-mentioned use of functions has proved to be helpful for a description of vocational training staff under transnational aspects. However, more refined differentiation is required for closer examination.
This will be done with the aid of activities which have to be carried out to perform these functions.
An unavoidable problem is that these activities have differing degrees of complexity depending on the organisation of the company.
For the construction of a network, the task at hand is not a scientifically substantiated description of activities within the context of differing corporate and national forms of organisation for training processes. What is needed is an understanding through which 'good practice' can be described and classified.
For this, a combination of two approaches is useful.
Table 2 lists all action fields which arise in a complex in-company vocational training set-up.
No differentiation is made on the basis of organisational principles of training or the intensity of in-company activities within the context of the training system in force.
This table corresponds to a regulation on the qualification of in-company trainers in Germany which came into force on 1 November 1998[14]. As the specific features of German vocational training play a role here, the action fields important for our transnational purposes are stressed.
Table 2 is complemented by Table 3 depicting the action areas for management and counselling activities in in-company vocational training. Here too, the areas which are relevant for transnational activities have been stressed. However, there is no national equivalence of training provision either in Germany or in other Member States.

14 'Siebente Verordnung zur Änderung der Ausbilder-Eignungsverordnung gewerbliche Wirtschaft' (Seventh regulation changing trainers' competence regulations for manufacturing industries), *Bundesgesetzblatt Jahrgang 1998*, Vol 1, No 23, Bonn, April 1998.

Table 2: ACTION FIELDS AND TASKS OF TRAINERS (official regulation)

1. Lay the general	2. Plan training	3. Recruit trainees	4. Train at the workplace	5. Promote learning	6. Guide groups	7. End training
Get to know reasons for in-company training	Select training occupations	Draw up selection criteria	Select and prepare workplaces	Direct learning and working techniques	Give short lectures	Prepare trainees for examinations
Get to know the determinants of training	Check the suitability of the training company	Participate in recruitment	Prepare for changes in work organisation	Ensure learning success	Carry out teaching discussions	Register trainees for the examination
Acquire knowledge of legal provisions governing training	Establish organisation of training	Undertake recruitment interviews	Give practical guidance	Assess intermediate examinations	Moderate training	Issue certificates
Get to know trainees and trainers	Coordinate organisation and contents with the vocational school	Participate in the conclusion of the contract	Guide active learning	React to learning difficulties and abnormal behaviour	Select and use media	End/extend training
Requirements for the suitability of trainers	Draw up training plan	Undertake entries and registrations	Promote action competence	Take cultural differences into consideration	Promote active learning in groups	Give indication of further training choices
	Establish assessment system	Plan initiation	Carry out evaluation of learning success	Cooperate with outside agencies	Train in teams	Participate in examinations
		Plan probation period	Hold evaluation talks			

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Table 3

Action fields of training management				Counselling
1. General management fields	**2. Plan training**	**3. Guide implementation of training**	**4. Plan quality and costs**	
Participate in personnel policy (PP, PE)	Develop the training concept	Organise selection and recruitment of trainees	Give consideration to the organisational development of the company	Counselling of institutions
Guide staff	Select training occupations	Fix dates and deadlines	Cooperate in the company	Counselling of decision-makers
Cooperate with outside partners	Design organisation of training	Take decisions on flanking measures in training	Promote one's own staff	Counselling of teaching staff
Establish the legal framework and apply it	Draw up training plan	Guide support measures after training	Promote active learning	Career guidance for persons
Give information on vocational training	Design assessment system, secure learning outcomes		Plan selection, development and use of media	Personality-oriented individual counselling
Perform tasks outside the department			Plan costs and revenues	Specialist counselling of persons

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1

The training of training tutors in enterprises

Heinz-Dieter VOSKAMP
Siemens-Nixdorf AG

Contents

1. Introduction
2. The trainee
3. The requirements of the enterprise
4. The new role of the trainer and the training tutor
5. The training of the trainer and the training tutor

Introduction

The starting point for the following observations is the situation in the dual training system. However, many aspects of these observations apply to other systems too. In the dual initial training system the trainer and the training tutor in the enterprise play a predominant role. In large companies the trainer is an employee in the training department and is given the exclusive task of organising training, liaising with the part-time vocational school and training young persons in a workshop or in seminars. A distinction must be made between this type of trainer and the training tutor. The training tutor does not work in the training department. In addition to his professional activity as a qualified worker, he also guides trainees during fixed training phases in his own department. He often faces the conflicting situation that this additional work of guiding trainees is not appreciated in his own department or is not considered to be important. In small enterprises with a relatively small number of trainees these tasks are often carried out by one person alone. The trainer and the training tutor are generally the most important contact persons for the trainee during his training.

2

The trainee

Trainees today, as compared to the past, have access to many diverse sources of information. Therefore, in the information society, the demands on the decision-making ability of the trainee and future employee are rapidly increasing.

Today, an intensive and global influence is exerted on the attitudes and values of young persons. In this situation trainees need advice and guidance.

Surveys have also shown that trainees expect to have greater opportunities of devoting themselves and the entire potential of their personality to their professional activity. There is a desire to do away with the traditional separation between leisure time and working life.

3

The requirements of the enterprise

Companies today expect their employees to be prepared to go in for lifelong learning. This term means the necessity to constantly review and update one's technical knowledge/skills. Static knowledge rapidly loses its value, and the ability to undergo continuing training right up to old age is becoming more and more important. Furthermore, an employee working in a technical field is also expected, today, to take an interest in the economic aspects of his work.

The focus of activity in many enterprises is shifting from production to services. In particular, internationally active companies expect their employees to have better foreign language proficiency and international employability. Mobility and knowledge of foreign languages and foreign cultures have become vital elements in decisions on promotion of employees.

Qualified training is expensive. The specialist in the company generally knows best what knowledge/skills he needs to do more efficient work. Thus, targeted continuing training calls for the intensive cooperation of the employee and responsible management of financial resources in the field of individual continuing training. The awareness of this necessity and the ability

Heinz-Dieter VOSKAMP

to act accordingly must be learned at the beginning of professional life, i.e. during initial training. As, in a company, training and the importance of training are also part of the corporate culture, the status of training tends to differ. Decision-makers often overlook the fact that need-oriented training brings economic returns: qualified training satisfies the company's need for young skilled workers and should be regarded as investment in the future of a company, especially in countries where professional/technical knowledge is the leading economic factor. Training is also part of the social commitment of an enterprise and an important way of acknowledging the youth of a society and recognising its contribution to social progress.

The new role of the trainer and the training tutor

The tasks of the trainer and the training tutor are derived from the situation of the trainees and the needs of the enterprise. Obviously, they must be in a position, as in the past, to structure and teach the technical subject. Up to now, they were also expected to take the training situation and the training level of the trainees into consideration.

But in the meantime some essential changes have occurred. Up to now, the company trainer was the most important source of technical knowledge for the trainee. In future, the trainer will have to provide access to information sources and give instructions and guidance on the use of these resources. The trainer will have to be prepared to adapt to this change of role and thus renounce his former position which was an important part of his authority over the trainee. He will become the trainee's 'coach'.

In a dynamic industrial society trainers will also have to renew and continuously update their often static knowledge. The strict separation between commercial and technical activities, which was often expressed in a form of class arrogance, will disappear. In Germany the trainer is generally identified with the occupation for

which he trains. Often he himself learned the same or a similar occupation. Therefore, such a drastic change in the structures, contents and objectives of training means that the trainer must be prepared to reassess his own activities, accept change and even actively move towards the new goals.

The training tutor who works in a technical department and trains the trainees for a part of the time, regards some of these changes in his daily work as a natural phenomenon and can accept them more easily. As a specialist in the company, he is used to updating his technical expertise continuously.

Training needs in the services sector are growing. This means that the demands on the employees in the field of communication are also increasing. Trainers and training tutors have to prepare an environment for the trainee in which communication and interaction become the prerequisites for better performance. They have to teach the trainee the skills which enable him to cope with interpersonal situations in daily working life.

In the new occupations and occupational categories in Germany the trend is clearly moving away from mere transfer of knowledge and skills and moving towards a holistic orientation of action in training. This requires intensive cooperation between the trainer and the training tutor in the technical department. Both of them must give the trainee ample opportunity to make use of his technical knowledge/skills in practice and to acquire experience. The training should be measured against the demands of practice. It is the training tutor who has the task of integrating the trainee in daily working life and giving him a feedback on his practical employability.

5

Heinz-Dieter VOSKAMP

The training of the trainer and the training tutor

It has been seen that an essential part of the training of trainers and training tutors does not lie in the technical field, but is related to mindsets and social skills. Obviously, the trainer today still needs professional experience and comprehensive technical knowledge which he can impart in the dialogue with the trainees. In addition to his technical field, he will have to get familiar with the use of current communication technology and the effective handling of information. But, a vital component will be the willingness and ability of the trainer to change the training process. These contents can only be taught partially in a training course. What is required is an open attitude to new developments and readiness to experiment. One effective way of providing the trainer with these skills is to enable him to participate in company projects, for instance, together with the training tutor. Here he can get first-hand experience of the qualification requirements arising in daily practice and later use this knowledge in his training work.

For the reasons mentioned above, the training tutor should not believe that his principal task is to impart cognitive knowledge to the trainee. He must integrate the trainee in the work process as quickly as possible and then show him what the practical needs are. In future, the leadership, social and methodological skills of the training tutors will gain growing weight. In courses on communication and patterns of behaviour he will have to learn to initiate and direct communication processes, identify motivation mechanisms and find constructive solutions for conflict situations. He will certainly have to learn the procedures to assess and evaluate the performance of the trainees and will have to inform himself of the legal conditions governing training.

Another, often neglected, aspect is the teaching of learning techniques. In a future which entails lifelong learning, the tutor has to make the trainees aware of this necessity and show them opportunities and methods; to do this, he must first learn them himself.

1

Training in the dual system: qualification for the media industry

Mathias LAERMANNS
Ausbildung in Medienberufen

Contents

1. Introduction
2. The structure of the media sector
3. Dual training in the media sector
4. Development trends

Introduction

From an international perspective the German tradition of initial vocational training is unique and highly sophisticated. 'Apprenticeship', a prerequisite for entry into almost all branches of industry, crafts and commerce, is based on the principle of combining practical skills acquired in the company and overarching knowledge received from school-based instruction.

From the firm's or sector's point of view, the purpose of this concept is primarily to safeguard quality and performance standards and to form the basis of wage negotiations. School-based instruction is also meant to impart contents and knowledge above and beyond current needs but of possible future relevance.

For the trainees and future workers the dual system serves as:

(a) social protection during and after training (claims vis-à-vis third parties in the case of unemployment, incapacitation, etc.);

(b) a basis for further career advancement;

(c) a possibility of acquiring broad-based knowledge extending beyond the current production situation.

Training concludes with the examination held by the competent chamber (chambers of commerce and industry/chambers of crafts). Training includes binding agreements with the company; companies must have the technical expertise and equipment to dispense the stipulated training contents or cooperate with other firms (inter-company training) for this purpose; companies must release the trainee for instruction in the vocational school or provide the appropriate facilities for preparation of the examination and pay the trainee an allowance.

Extensive negotiations ending in consensus and coordination of contents and formal requirements – laid down by law (*Berufsbildungsgesetz* – Vocational Training Act) – take place before the regulation and nationwide establishment of a new recognised training occupation. The reasons for this procedure are:

(a) political and social responsibility for future trainees, who should not be made to enter training courses offering few prospects;
(b) far-reaching consequences for wage agreements, claims vis-à-vis third parties, for instance, in the case of unemployment or incapacity, etc.;
(c) the obligation to obtain an employer-employee consensus and attempts to reach a consensus on the different segments of branches (e.g. in the case of 'media': audiovisual media industry, multimedia production, music industry, print industry and publishing houses).

The media sector – like any other sector – consists of a multitude of extremely diverse enterprises which design, plan, offer, manufacture, process and sell or market equally diverse products in highly differentiated production phases. A uniform definition of the qualification and manpower requirements for the entire branch would be unhelpfully reductive. Requirement profiles and characteristics vary greatly depending on the range of products or services and the production and enterprise structure. In order to promote the development of 'human resources' in a responsible and economically efficient manner, it is first necessary to ascertain the many different options and concepts of initial and continuing training for the varied needs of the respective segments of the sector. Like the enterprises, the permanent and temporary staff and young beginners are faced with constant change and new demands in almost all sectors of the media industry; these have to be taken into consideration by the enterprises, educational planners and initial and continuing training providers. Rapid changes in technologies and formats call for much flexibility –

Mathias LAERMANNS

particularly in the case of initial and continuing training concepts.

Depending on the type and size of the enterprises, these can be traditional concepts such as the dual system of training but they can also be cooperation and exchange programmes with other companies, the use of existing and the introduction of new continuing and further training initiatives and, of course, critical dialogue with the universities.

But, only the media industry itself can reliably ascertain which contents and measures are useful and will lead to success in the short, medium and long term. We assume, however, that commitment to initial and continuing training is not primarily a social issue but a question of business management because poorly trained and overworked staff are the most expensive form of labour, and frustrated ex-enthusiasts blindly seeking a suitable role can often paralyse entire teams. Furthermore, standards also serve the purpose of keeping wage negotiations within realistic limits.

The structure of the media sector

The largest employers of permanent staff are still the public broadcasting stations which, through their large-scale provision of in-house continuing training for voluntary trainees and inter-company cooperation, have set and prescribed the standards for large groups of media workers. But they too are affected by staff reductions and outsourcing: numerous traditional continuing training courses which were available have been cut down in favour of initial training.

The private television stations, both large and small enterprises with a lean team of permanent staff and continuously growing turnover figures, only provide a limited number of young trained workers for the media sector. Very often, they have little or no technical resources of their own and not only outsource technical areas (studio, transmission, camera, editing), but also creative areas like design and editorial work. This means that know-how is shifted out to the exterior and there is more de-coupling of the various specialised areas from the upstream and downstream production phases.

Many staff members feel they lack an overall understanding of these complex inter-connections and try to fill this gap by undertaking continuing training

on their own initiative. The same naturally applies to potential tutors or trainers giving in-company training who often do not have a general overview of all aspects and also lack sound knowledge of work-related pedagogical and methodological-didactic approaches.

Small and medium-sized enterprises make up three quarters of the media industry and are characterised by two opposite trends:

Firstly, there are the 'all-round producers' who manufacture a broad and diverse range of products (image or industrial films, educational films, documentaries, advertising clips, etc.) up to a certain level of quality. Specialists are recruited as required for more sophisticated tasks. The permanently employed staff, on the other hand, generally have to perform multiple tasks. In particular, customer-oriented work and consideration of and responsibility for budget planning and compliance is becoming an increasingly important qualification requirement, also for the medium-level staff of the firm.

On the other hand, account has to be taken of specialised enterprises with their own specific activity area which are sometimes highly qualified components of large-scale projects or are subcontractors supplying scenic design, creative components, technical facilities, organisation, etc. To achieve this, the employees have to be specialised in a narrow area of work.

As a rule, production conditions with a strong division of tasks are only to be found in companies or project teams with more than 25 workers[15].

This differentiation is the reason why production firms concentrating on films (cinema and/or TV) and on serials are to be found in both groups.

With small, mostly 'multifunctional' core teams they prepare projects and do the finishing work after the shooting has been completed. However, in some cases, highly specialised technical knowledge is demanded of some members of these core teams: for instance, in the creative-conceptual area (assessment and development of script material, books and formats) or in management (financing models including international co-productions, legal questions, the calculation of large budgets and the preparation, conclusion and execution of film distribution contracts and accounts).

During the production phase, at the latest, a large temporary team works together for a few weeks or (when serials are produced) for several months.

15 Annex 1: Diagram on overlapping of occupations and labour market segments in the audiovisual media industry.

These staff – up to 100 or so – are sometimes highly specialised and subject to a strong division of tasks. In most cases, there is no spatial or organisational attachment to the actual production firm or, if so, only for a short time. After the shooting has been completed, the team members from the different specialised areas like costumes and make-up or camera and direction move on to the next project and the next production firm.

Both the permanently employed and project-linked staff members of these firms are under considerable pressure to acquire more qualifications because the preparation and implementation of the projects are extremely complex and cost-intensive. Furthermore, the demands on creativity and budget responsibility are combined with the great uncertainty as to possible new projects. And, project-linked workers are not only expected to have a great deal of technical expertise but also the capacity to integrate themselves in a complete team within a few days, to carry out salary negotiations, to acquire further commissions and to keep an eye on market trends.

In addition to all this, there is hardly any branch which attracts so many first job entrants or persons seeking a change as 'the media'. This seems to be the place where one can implement exciting projects with interesting colleagues and stimulating technical possibilities.

Furthermore, there is constant talk of the 'media boom' and 'lack of young talent', which further increases the exciting anticipation of finding a place in this future-oriented branch. The 'only' thing left to be done is to find the right niche.

This is where the scenario breaks down.

Because, right after the decision in favour of a 'media occupation' has been taken, the struggle with uncertainty and lack of transparency starts. Attempts to get reliable information on occupational profiles or the paths between film direction and TV journalism, make-up and properties, computer animation and cutting often result in partial and contradictory information. Even persistent enthusiasts with the courage to 'fill a gap' are soon bewildered. 'Cunning' side-tracks often lead to a dead end. On the other hand, the oft-quoted need for young talent and versatile workers ready to enter new areas really does exist. But, developments in the sector move fast and dialogue with future 'media makers' does not bring the expected results.

3

Dual training in the media sector

Up to now the audiovisual media sector has had no tradition of dual training. Apart from the public broadcasting stations which gave initial training for related occupations (office clerks, radio and television technicians), university graduates and other lateral entrants were qualified by means of 'on-the-job training' or specific continuing training courses in the different fields. From the overall angle of society too, 'dual' vocational training is being re-examined or is undergoing some change: on the one hand, traditional training concepts are being questioned as numerous, sometimes highly specialised training occupations with an origin which is partly industrial and marked by strong segmentation no longer seem to be appropriate for present market and production conditions. But, on the other hand, new, more broad-based and cross-sectional foundation qualifications are emerging – partly as a response to the expensive and unreliable principle of 'on-the-job training'.

This is the response to the increasing need for so-called 'medium-level staff' in the technical/conceptual and/or the organisational/commercial areas. For enterprises there is the need – arising from operational considerations – to set at least medium to long-term minimum standards for future middle-level employees who can function as assistants, in order to become independent of staff bottlenecks and forced price increases.

The purpose of this broad-based basic training is to enable trainees to contribute sound skills and knowledge in different production steps and – up to a certain product quality – to work as versatile 'all-rounders'. Specialisation and ability to cope with technical developments which go beyond this level have to be acquired through continuing training or through university-level studies.

For these reasons, an increasing number of enterprises see an advantage in providing basic technical, design-oriented and commercial qualifications within the framework of dual training. The area of concept and script development will continue to be the domain of young university graduates – here other discussions take place on the orientation to reality and the modernity of training provision at university level.

In an increasing number of areas in the media sector it is becoming more and more important to have permanent or project-related recourse to middle-level workers who combine a clear understanding of their role with a sound basic qualification and who can be used for multifunctional tasks. Up to a certain level of

product quality and incoming orders, the enterprises need such staff members in order to be able to delegate organisational, conceptual and technical tasks during the production phases without requiring a long period of introductory training or 'formatting'. Here many enterprises seem to find the horizontal qualification of reliable assistants with a broad-based basic training more attractive and lucrative than the introductory training of enthusiastic 'lateral entrants' such as persons who have broken off their studies or university graduates, who are more difficult to deploy.

Development trends

Today, the important thing in technology is not to have a detailed knowledge of the internal structure of individual machines in order to be able to repair them. What is required is knowledge of how machines interact with each other, in other words, the mastery of technical systems.

Technicians and programme workers must understand each other's 'language', work together on an interdisciplinary basis with a general understanding of the overall situation, also in a European/international context. The accent is shifting from purely technical contents to knowledge of process organisation and design; this calls for process-oriented action competence. Traditionally separate activities will merge and will move away from fixed, detailed separation of tasks laid down in collective agreements.

The major part of the increase in jobs in the audiovisual sector will take place at the so-called intermediate level ('skilled worker level').

More 'specialist tasks' remain for university graduates.

In addition to regulated initial training in the dual system, the area of continuing training has intentionally been defined by the legislator as the 'pillar of education' which mostly develops without political

regulation but is subject to regulation through the market. In principle, the following premises are taken as the point of departure.

The targeted and need-oriented continuing training of (permanent and freelance) workers in every sector is a tangible economic asset which can be measured by the enterprise or the participant.

The specific need for qualification in the different sectors is subject to constant change and can therefore only be developed in direct talks with the sectors.

While State-run regulation and control systems always have to take global social developments into account and include them in their considerations, continuing training providers may and should respond to extremely short-term (sometimes even short-lived) needs, fill existing gaps. The numerous criteria which public education planning must follow (future security and sound planning, social protection, social consensus, minimum duration/number of hours, uniform examinations and certification, etc.) are replaced in continuing training by the greatest possible flexibility and freedom of design in order to ensure customer-oriented development of provision.

Continuing training mostly takes place outside the structure of in-company training, but in the media sector it has often completely or partly replaced 'on-the-job training'. The continuing training system for the media industry faces the challenge of ensuring flexibility in adaptation to new requirements and offering longer-term sustainable career advancement qualifications for occupations requiring further training. The best way of meeting these contradictory requirements is to create networked 'module concepts': depending on the target group, participants' level of qualification and the main focus of the work areas, these concepts need certified partial qualifications on the one hand, and recognised final certificates for overall qualifications on the other. This also applies, to a greater degree, to the training of tutors/trainers.

Another problem of the target group of 'media workers' arises from the special conditions for freelancers who make up at least 50 to 60 % of all persons working in the media industry.

Because of their status, an essential qualification facility in the sector, namely, in-company initial and continuing training, is not open to freelancers. They are expected to do a specialised job at a high level for a limited period of time in partial segments of production.

For many freelancers this is a dead end if they do not undertake individual continuing training on their own responsibility in order to maintain their market value

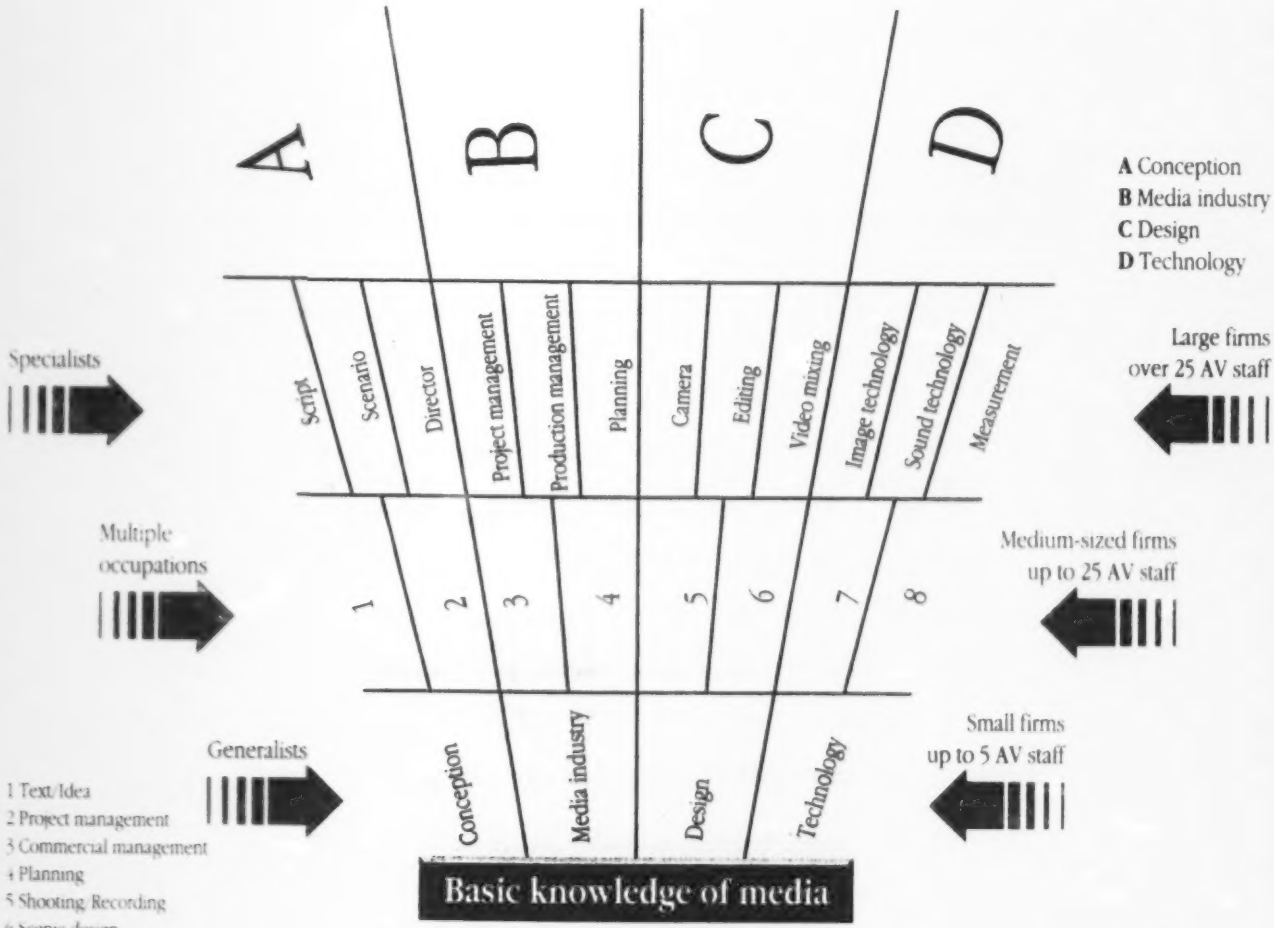
and adapt to current developments and requirements arising from technology, formats, market trends and production processes. It is, however, particularly difficult to organise this training as freelancers, in their capacity as micro-entrepreneurs, have to be available in the short term – often for just one-day assignments. Freelance workers therefore have a great need for short-term, practice-oriented continuing training courses which promise a direct advantage in their professional work: e.g. the ability to maintain the professional status they have attained, to improve their horizontal mobility or to get chances of vertical promotion. They therefore tend to neglect those areas of knowledge which teach individual skills or offer basic or 'interface' know-how.

This is why the large number of freelance workers in the media industry are not available as tutors or trainers in enterprises despite their high level of specialised knowledge and qualification, because they are not attached to any firms and lack trainer qualities. The sounder the training foundation, the greater the readiness to undergo continuing training, together with a comparatively lower need for continuing training. Employees with qualifications are the ones most interested in continuing training activities. Anyone who was interested in continuing training in the past, will, as a rule, remain interested in the future. Training deficits tend to escalate because of the rapid changes in the technical, programme-related and economic environment of media productions.

A central task of education planning is the teaching of interface qualifications and transversal, process and action-oriented skills as part of in-company training in the dual system for initial training occupations in the media sector. It requires qualified tutors or trainers and, at the same time, lays a foundation stone for the successful qualification of trainers.

Annex 1: Overlapping of occupations and labour market segments

QUALIFICATION DIMENSIONS



This model presents an intentional reduction of reality. Overlapping of individual dimensions which may often be observed, especially at the level of 'multiple occupations', cannot be shown here.

Source
Infas-Studie: Qualifikationsentwicklung bei AV Medienberufen, 1992

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Development of Vocational Training

TTnet Dossier No 2
The role of the tutor from a Community perspective

Anne de Blignières-Légeraud
(Paris-Dauphine University), France

Françoise Gérard
(Centre INFFO), France

Reinhard Selka
(BIBB), Germany

Heinz-Dieter Voskamp
(Siemens-Nixdorf AG), Germany

Mathias Laermanns
(Ausbildung in Medienberufen), Germany

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In 1998 Cedefop created the *training of trainers network* (TTnet) as a Community forum for communication, cooperation and expertise in the field of training for teachers and trainers of vocational training. This forum focuses on innovation and seeks to meet real needs from a 'market' perspective.

The TTnet Dossiers are intended to ensure that the outcomes of the various projects conducted by the TTnet are available to the different players in the field of the training of trainers: policy-makers, research and documentation centres, and trainers' professional bodies, thereby contributing to the Community debate about the training of trainers.

Each Dossier brings together, for a given theme, a text setting out the issue by outlining how the network has discussed it, and specific contributions made by experts at workshops, or studies conducted by the network.

TTnet Dossier No 2 highlights a particular category of training professional: tutors in enterprises. Tutor is defined here as a salaried employee of the enterprise designated by the employer to be responsible for a trainee in initial training, continuing training or retraining within the enterprise.

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SOUTH AFRICA

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SOUTH KOREA

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THAILAND

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Soi Chidlom
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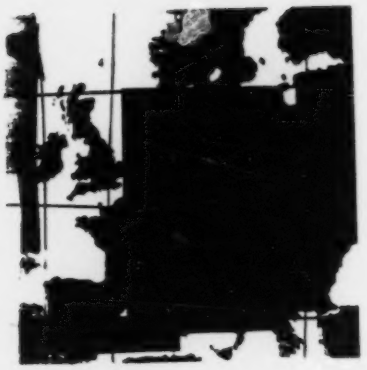

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